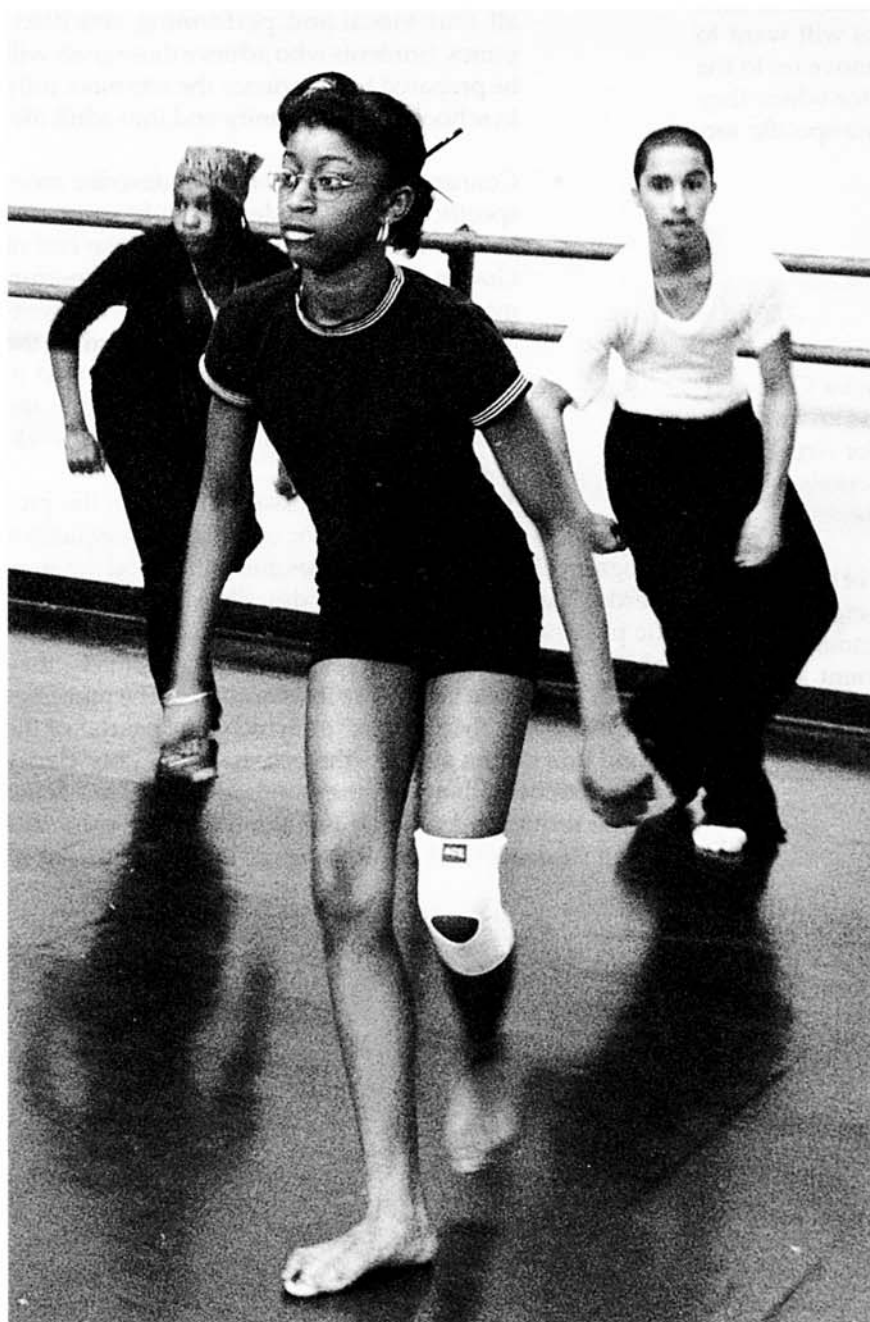


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Purposes And Format Of Chapter 2

This chapter has been written with two purposes in mind.

- Members of the district arts curriculum committee can use the content of this chapter as the foundation for building local curriculum goals and objectives.
- Administrators, school board members, parents and teachers can read this chapter in order to understand and evaluate the content of the local arts curriculum.

Chapter 2 actually consists of a common introduction, followed by a discipline-specific section for each of the four arts disciplines. Most readers will want to read the common introduction and then move on to the section that addresses the arts discipline for which they are developing curriculum. The discipline-specific sections are labeled as follows:

- 2-D, Dance;
- 2-M, Music;
- 2-T, Theatre; and
- 2-V, Visual Arts.

The common introduction includes Connecticut's Program Goals for Arts Education and an introduction to Connecticut's Student Standards for Arts Education. Each of the four discipline-specific sections includes the following:

- explanations and illustrations of the program goals as they apply to the discipline;
- content and performance standards for the discipline, organized by content standard, showing articulation across grade levels; and
- a glossary of terms used in the goals and content and performance standards.■

Relationship Between Program Goals And Standards

Connecticut's program goals and standards for arts education provide teachers and curriculum writers with a

unified conceptual framework for planning, implementing and assessing student learning.

- **Goals** are general statements that provide direction for the entire arts education program, from kindergarten (or preschool) through Grade 12. Because they span the entire schooling process, goals sometimes are referred to as *overarching statements*. Connecticut's **arts program goals** are the broad conceptual structure around which quality K-12 arts curriculum and instruction are organized. They are rooted in the vision and philosophy for arts education which is articulated in Chapter 1, and are applied in all four visual and performing arts disciplines. Students who achieve these goals will be prepared to experience the arts more fully in school, the community and into adult life.
- Connecticut's **arts standards** describe more specifically what students should know and be able to do in each art form by the end of Grades 4, 8 and 12. The content and performance standards provide curriculum writers and teachers with guidance regarding the skills and understandings students need in order to create, perform and respond to the arts, and to engage in interdisciplinary work.

The three artistic processes outlined in the program goals provide a model for organizing a sequential program of instruction and assessment based on the standards. Many of the standards describe steps in the artistic processes. Hence, when students demonstrate their ability to carry out the artistic processes effectively, they also demonstrate mastery of the standards. The processes are, in a sense, the "strings" on which the "pearls" of the standards can be strung: the processes not only clarify the relationship between the standards, but also a sense of the sequence in which the standards are exhibited when students (and adults) engage in artistic activity.■

THE ARTS

By the end of Grade 12, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experience; and be prepared to apply their arts skills and understandings throughout their lifetime.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) art works that express concepts, ideas and feelings in each art form;
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form;
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form;
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form;
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values;
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures;
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers;
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career;
9. seek arts experiences and participate in the artistic life of the school and community; and
10. understand the connections among the arts, other disciplines and daily life.■

Explanation, Illustration Of Arts Program Goals

This chapter provides detailed explanation of Connecticut's arts program goals. Examples of how the goals apply to each arts discipline are provided in the subject-specific sections.

When students study the arts, they are involved in carrying out creative, descriptive and analytical processes which not only result in artistic products (performances and art works) but also introduce students to a rich variety of cultural forms. There are three basic artistic processes common to the performing arts: *creating*, *performing* and *responding*. Because the visual arts are not performing arts, they entail two artistic processes: *creating* and *responding*.

GOAL 1: As a result of education in Grades K-12, students will create (*imagine, experiment, plan, make, evaluate, refine and present/exhibit*) artworks that express concepts, ideas and feelings in each art form.

Creating refers to generating original art. When creating, students express their unique and personal

ideas, feelings and responses in artistic forms such as visual images, original written or improvised dramatic works, and compositions or improvisations of music or dance. Creating can be either individual, as when an artist paints a painting, or collaborative, as when a composer and librettist work together to create a musical score.

GOAL 2: As a result of education in Grades K-12, students will perform (*select, analyze, interpret, rehearse, evaluate, refine and present*) diverse art works in each art form.

Performing is the process of preparing and performing an existing work of dance, music or theatre. Developing a performance calls upon students to analyze, interpret, rehearse, self-evaluate and refine their work. Performing is frequently collaborative, such as when a group of actors work together to present a work of theatre, but is often individual, as when a violinist performs an unaccompanied solo.

GOAL 3: As a result of education in Grades K-12, students will respond (*select, experience, describe, analyze, interpret and evaluate*) with understanding to diverse art works and performances in each art form.

Responding is the process of an audience member or consumer interacting intelligently with a performance or work of art created by someone else. Major works of art in all traditions and media engage artists and responders to art in a dialogue that crosses generations.

The response to art is usually a combination of affective, cognitive and physical behavior. Informed responding requires perceptual or observational skills that enable the responder to form a mental description or analysis and interpretation of the work, such as the ability to see and/or hear significant details in the work and to assemble those details into a coherent whole. Once the work or performance is understood, the responder makes a critical judgment or evaluation based on criteria which may be self-constructed or learned from the individual's group or culture. Students can express their response verbally (orally or in writing), nonverbally (e.g., through movement) or even by creating art work.■

The Three Artistic Processes

The artistic processes take different forms in each arts discipline. Sometimes the classification is obvious – for example, it is clear that actors in a play, singers in a choir and dancers on stage are performing. Other aspects of arts work are more difficult to classify — for example, the costume or lighting specialist builds on a work of dance or theatre, thereby contributing to the creation as well as to the performance of that work. The classification of these roles is not as important as the recognition that each requires carrying out important artistic processes.

Three Artistic Processes By Arts Discipline

	Creating	Performing	Responding
Dance	choreographing improvising (costuming) (staging)	dancing	audience consumer
Music	composing arranging improvising	singing playing an instrument	audience consumer
Theatre	writing improvising (directing) (producing) (costuming) (staging)	acting	audience consumer
Visual Arts	drawing painting sculpting etc.	—	audience consumer